



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 4

Test Date: March 2009
Code: 12641788
SAU: MSAD 72
School: Denmark Elementary School

Contents of the Report

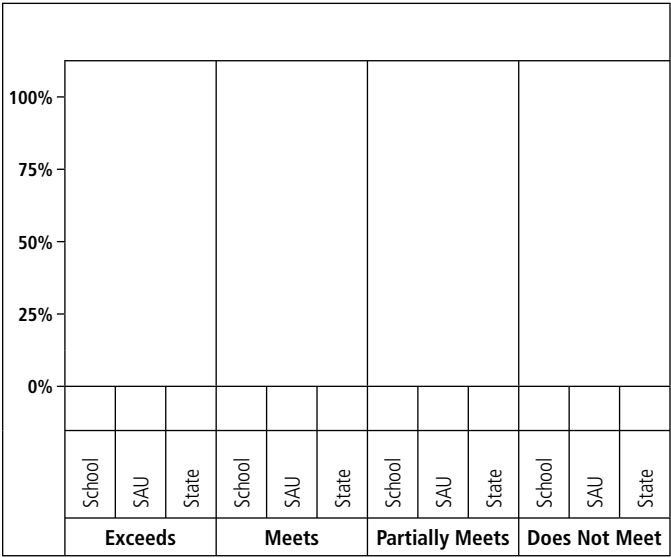
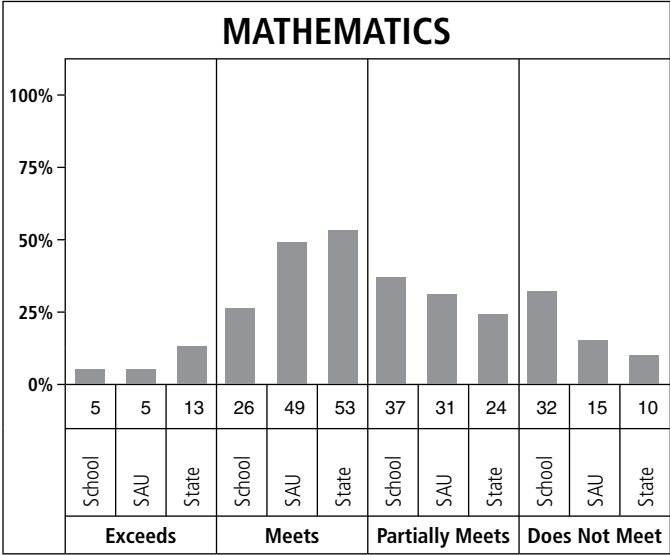
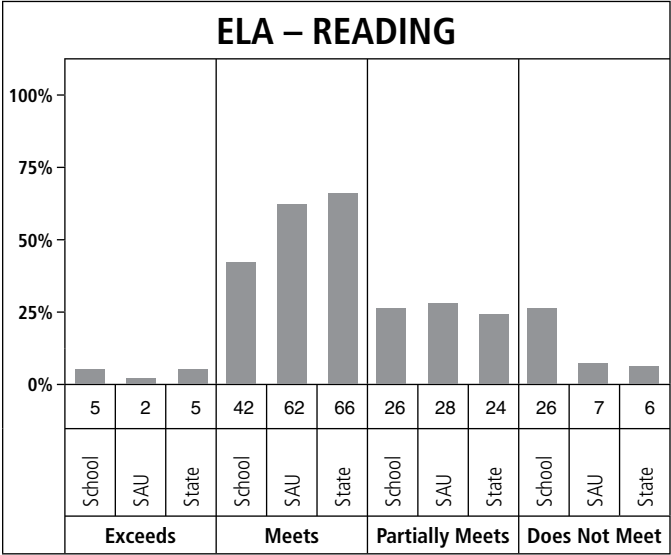
The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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SUMMARY OF SCORES

Test Date: March 2009
Grade: 4
SAU: MSAD 72
School: Denmark Elementary School

Summary of School, SAU, and State Scores			
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	450	446	445
2007–2008	442	444	445
2008–2009	441	445	446
Cum. Avg.*	444	445	445
Mathematics			
2006–2007	454	449	445
2007–2008	442	444	445
2008–2009	436	442	446
Cum. Avg.*	443	445	445



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009

Grade: 4

SAU: MSAD 72

School: Denmark Elementary School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	19	100	87	100	13805	100	19	100	86	99	13737	100	19	100	86	99	13746	100						
Ethnicity African American/Black	0	0	3	3	419	3	0	0	3	100	410	98	0	0	3	100	416	99						
American Indian or Native Alaskan	0	0	0	0	125	1	0	0	0	0	124	99	0	0	0	0	124	99						
Asian or Pacific Islander	0	0	0	0	229	2	0	0	0	0	223	97	0	0	0	0	227	99						
Hispanic	0	0	0	0	149	1	0	0	0	0	148	99	0	0	0	0	148	99						
Caucasian/White	19	100	84	97	12883	93	19	100	83	99	12832	100	19	100	83	99	12831	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	2	11	12	14	2383	17	2	100	12	100	2366	100	2	100	12	100	2364	99						
Current LEP	0	0	1	1	377	3	0	0	1	100	362	96	0	0	1	100	373	99						
Economically disadvantaged	12	63	50	57	5819	42	12	100	50	100	5782	99	12	100	50	100	5788	100						
Migrant	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	18	95	45	52	10439	76	18	95	47	54	10471	76						
Identified disability (PET/IEP)	1	6	1	2	351	3	1	6	2	4	367	4						
LEP	0	0	1	2	171	2	0	0	1	2	172	2						
504 plan	0	0	0	0	92	1	0	0	0	0	90	1						
Participation with accommodations	1	5	40	46	3142	23	1	5	38	44	3138	23						
Identified disability (PET/IEP)	1	100	10	25	1860	59	1	100	9	24	1860	59						
LEP	0	0	0	0	186	6	0	0	0	0	198	6						
504 plan	0	0	2	5	71	2	0	0	2	5	73	2						
Other	0	0	28	70	1060	34	0	0	27	71	1043	33						
Participation through alternate assessment (PAAP)	0	0	1	1	155	1	0	0	1	1	137	1						
Identified disability (PET/IEP)	0	0	1	100	155	100	0	0	1	100	137	100						
LEP	0	0	0	0	4	3	0	0	0	0	3	2						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	1	0												
Approved non-participation – special consideration	0	0	0	0	11	0	0	0	0	0	11	0						
Non-participation – other	0	0	1	1	57	0	0	0	1	1	48	0						

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 4
SAU: MSAD 72
School: Denmark Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 462–480)	2006-2007	1	7	5	6	507	4
	2007-2008	0	0	1	1	559	4
	2008-2009	1	5	2	2	672	5
	Cum. Total*	2	3	8	3	1738	4
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 442–460)	2006-2007	13	87	50	63	8749	63
	2007-2008	19	68	62	64	8308	59
	2008-2009	8	42	53	62	8917	66
	Cum. Total*	40	65	165	63	25974	63
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 432–440)	2006-2007	1	7	17	22	3467	25
	2007-2008	6	21	28	29	3922	28
	2008-2009	5	26	24	28	3241	24
	Cum. Total*	12	19	69	26	10630	26
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 400–430)	2006-2007	0	0	7	9	1165	8
	2007-2008	3	11	6	6	1264	9
	2008-2009	5	26	6	7	751	6
	Cum. Total*	8	13	19	7	3180	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	48	100	26.3	54.8	30.6	63.8	31.6	65.8
A1/A2 Interconnected Elements/Literary Text	24	50	14.3	59.6	15.8	65.8	16.1	67.1
A1/A3 Interconnected Elements/Informational Text	24	50	12.0	50.0	14.9	62.1	15.5	64.6

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009

Grade: 4

SAU: MSAD 72

School: Denmark Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	19	1	5	8	42	5	26	5	26	441	85	2	62	28	7	445	13581	5	66	24	6	446
Ethnicity																						
African American/Black	0										3						408	2	51	31	16	441
American Indian or Native Alaskan	0										0						122	1	59	34	6	444
Asian or Pacific Islander	0										0						221	9	62	22	7	447
Hispanic	0										0						146	1	64	28	6	445
Caucasian/White	19	1	5	8	42	5	26	5	26	441	82	2	65	26	7	445	12684	5	66	24	5	446
Not Reported	0										0						0					
Identified disability																						
Yes	2										11	0	27	64	9	440	2211	1	39	42	18	439
No	17	1	6	7	41	5	29	4	24	441	74	3	68	23	7	446	11370	6	71	20	3	448
Current LEP																						
Yes	0										1						357	3	42	36	19	440
No	19	1	5	8	42	5	26	5	26	441	84	2	63	29	6	445	13224	5	66	24	5	446
Economically disadvantaged																						
Yes	12	1	8	4	33	4	33	3	25	439	50	4	56	32	8	443	5677	2	57	32	9	443
No	7	0	0	4	57	1	14	2	29	443	35	0	71	23	6	448	7904	7	72	18	3	448
Migrant																						
Yes	0										0						6	0	67	33	0	445
No	19	1	5	8	42	5	26	5	26	441	85	2	62	28	7	445	13575	5	66	24	6	446
Gender																						
Female	10	1	10	4	40	2	20	3	30	441	51	4	57	31	8	446	6580	7	68	21	5	448
Male	9	0	0	4	44	3	33	2	22	440	34	0	71	24	6	444	7001	3	64	27	6	445
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	5	0	0	0	0	3	60	2	40	431	15	0	47	40	13	439	2127	1	48	42	9	441
No	14	1	7	8	57	2	14	3	21	444	70	3	66	26	6	446	11454	6	69	20	5	447
Gifted/talented program																						
Yes	5	1	20	4	80	0	0	0	0	452	9	22	78	0	0	455	324	27	72	1	0	458
No	14	0	0	4	29	5	36	5	36	436	76	0	61	32	8	444	13257	4	65	24	6	446

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 4

SAU: MSAD 72

School: Denmark Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										0						4	2	45	36	17	441
B. less than one hour	100	1	5	8	42	5	26	5	26	441	87	1	68	24	7	445	75	5	67	23	4	447
C. one to two hours	0										13	9	27	55	9	443	18	5	67	23	5	447
D. more than two hours	0										0						2	3	45	36	16	442
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	37	1	14	4	57	1	14	1	14	445	44	3	78	16	3	447	40	8	71	17	4	449
B. good	58	0	0	4	36	4	36	3	27	439	47	3	58	30	10	445	45	3	66	25	5	446
C. fair	5	0	0	0	0	0	0	1	100	426	8	0	14	71	14	437	13	1	54	35	10	442
D. poor	0										1	0	0	100	0	440	2	0	39	42	19	439
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	26	1	20	3	60	1	20	0	0	450	21	6	67	28	0	448	31	8	69	19	4	448
B. They match some of what I have learned.	53	0	0	4	40	2	20	4	40	439	60	2	63	25	10	445	53	4	68	23	4	447
C. They match just a little of what I have learned.	21	0	0	1	25	2	50	1	25	434	14	0	42	50	8	442	11	2	54	35	10	442
D. There is no match.	0										5	0	100	0	0	449	4	1	39	40	20	439
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	26	0	0	2	40	1	20	2	40	439	18	0	53	33	13	444	19	4	54	31	11	443
B. about the same as my regular schoolwork	58	0	0	5	45	4	36	2	18	440	68	2	62	31	5	445	63	6	69	22	4	447
C. easier than my regular schoolwork	16	1	33	1	33	0	0	1	33	444	14	8	75	8	8	446	18	4	68	23	5	446
How hard were the reading passages on this test?																						
A. Most of the passages were harder than what I normally read.	26	0	0	1	20	1	20	3	60	432	12	0	20	50	30	437	13	0	39	43	17	439
B. Most of the passages were about the same as what I normally read.	58	1	9	5	45	4	36	1	9	444	51	5	58	33	5	445	52	4	69	24	4	446
C. Most of the passages were easier than what I normally read.	16	0	0	2	67	0	0	1	33	443	37	0	84	13	3	448	35	9	72	16	3	449
How much time do you spend reading at home each day?																						
A. more than one hour	37	0	0	4	57	2	29	1	14	444	29	4	67	25	4	447	21	8	68	19	5	448
B. 20 minutes to an hour	42	1	13	3	38	1	13	3	38	440	49	2	63	24	10	445	55	5	70	21	4	447
C. less than 20 minutes	11	0	0	0	0	2	100	0	0	438	13	0	45	55	0	443	13	2	57	33	8	443
D. I rarely read at home.	11	0	0	1	50	0	0	1	50	435	10	0	63	25	13	442	11	1	51	37	11	442
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	50	1	11	2	22	3	33	3	33	440	26	5	57	24	14	445	25	3	59	30	8	444
B. six to ten pages	28	0	0	3	60	1	20	1	20	442	18	7	47	40	7	445	24	4	64	26	6	445
C. eleven or more pages	22	0	0	2	50	1	25	1	25	437	56	0	72	24	4	446	51	7	70	20	4	448
Optional school/SAU question																						
A.	0										50	0	100	0	0	448						
B.	0										0											
C.	0										50	0	100	0	0	444						
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 4
SAU: MSAD 72
School: Denmark Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 462–480)	2006-2007	5	33	11	14	1054	8
	2007-2008	1	4	4	4	1321	9
	2008-2009	1	5	4	5	1712	13
	Cum. Total*	7	11	19	7	4087	10
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 442–460)	2006-2007	7	47	50	63	7394	53
	2007-2008	13	46	51	53	7079	51
	2008-2009	5	26	42	49	7270	53
	Cum. Total*	25	40	143	55	21743	52
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 430–440)	2006-2007	3	20	14	18	3729	27
	2007-2008	10	36	33	34	3955	28
	2008-2009	7	37	26	31	3219	24
	Cum. Total*	20	32	73	28	10903	26
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 400–428)	2006-2007	0	0	4	5	1735	12
	2007-2008	4	14	9	9	1642	12
	2008-2009	6	32	13	15	1408	10
	Cum. Total*	10	16	26	10	4785	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	48	100	24.1	50.2	27.8	57.9	30.8	64.2
A. Number	20	42	8.9	44.5	10.7	53.5	12.5	62.5
B. Data	8	17	4.7	58.8	4.9	61.3	5.3	66.3
C. Geometry	10	21	5.9	59.0	6.1	61.0	6.5	65.0
D. Algebra	10	21	4.6	46.0	6.2	62.0	6.5	65.0

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 4
 SAU: MSAD 72
 School: Denmark Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	19	1	5	5	26	7	37	6	32	436	85	5	49	31	15	442	13609	13	53	24	10	446
Ethnicity																						
African American/Black	0										3						415	5	41	30	24	439
American Indian or Native Alaskan	0										0						123	12	46	28	13	445
Asian or Pacific Islander	0										0						225	22	45	20	12	448
Hispanic	0										0						147	3	58	30	10	443
Caucasian/White	19	1	5	5	26	7	37	6	32	436	82	5	51	30	13	442	12699	13	54	23	10	447
Not Reported	0										0						0					
Identified disability																						
Yes	2										11	0	36	36	27	438	2227	3	34	33	30	437
No	17	1	6	4	24	6	35	6	35	436	74	5	51	30	14	442	11382	14	57	22	7	448
Current LEP																						
Yes	0										1						370	7	35	31	27	439
No	19	1	5	5	26	7	37	6	32	436	84	5	50	31	14	442	13239	13	54	23	10	447
Economically disadvantaged																						
Yes	12	0	0	2	17	6	50	4	33	434	50	4	38	40	18	440	5704	6	48	30	16	442
No	7	1	14	3	43	1	14	2	29	439	35	6	66	17	11	445	7905	18	57	19	6	450
Migrant																						
Yes	0										0						6	17	33	50	0	448
No	19	1	5	5	26	7	37	6	32	436	85	5	49	31	15	442	13603	13	53	24	10	446
Gender																						
Female	10	1	10	2	20	4	40	3	30	436	51	6	39	39	16	441	6591	12	54	24	11	446
Male	9	0	0	3	33	3	33	3	33	436	34	3	65	18	15	443	7018	13	53	24	10	447
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	5	0	0	1	20	1	20	3	60	427	15	0	33	33	33	434	2131	3	41	38	18	440
No	14	1	7	4	29	6	43	3	21	439	70	6	53	30	11	443	11478	14	56	21	9	448
Gifted/talented program																						
Yes	5	1	20	1	20	3	60	0	0	446	9	22	44	33	0	450	324	64	34	2	0	464
No	14	0	0	4	29	4	29	6	43	433	76	3	50	30	17	441	13285	11	54	24	11	446

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 4

SAU: MSAD 72

School: Denmark Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										0						4	4	37	30	28	438
B. less than one hour	100	1	5	5	26	7	37	6	32	436	87	5	46	32	16	442	75	13	55	23	9	447
C. one to two hours	0										13	0	73	18	9	442	18	12	54	24	10	446
D. more than two hours	0										0						2	7	39	29	25	440
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	26	0	0	2	40	3	60	0	0	443	34	10	69	17	3	448	37	22	56	16	7	451
B. good	53	1	10	3	30	3	30	3	30	437	48	2	41	37	20	439	45	9	56	25	9	446
C. fair	16	0	0	0	0	1	33	2	67	426	14	0	33	42	25	436	14	3	46	34	17	440
D. poor	5	0	0	0	0	0	0	1	100	424	4	0	33	33	33	437	3	2	33	35	29	436
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	16	0	0	0	0	2	67	1	33	432	18	7	60	20	13	444	35	19	56	19	7	450
B. They match some of what I have learned.	58	1	9	4	36	5	45	1	9	442	68	3	50	34	12	442	51	11	56	25	8	446
C. They match just a little of what I have learned.	21	0	0	1	25	0	0	3	75	427	12	10	40	20	30	438	10	5	43	31	21	440
D. There is no match.	5	0	0	0	0	0	0	1	100	420	2	0	0	50	50	429	4	3	26	33	37	434
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	32	0	0	1	17	2	33	3	50	430	26	0	36	32	32	437	17	5	44	31	20	441
B. about the same as my regular schoolwork	63	1	8	4	33	5	42	2	17	440	55	4	49	36	11	442	62	13	57	23	7	448
C. easier than my regular schoolwork	5	0	0	0	0	0	0	1	100	420	19	13	69	13	6	448	21	18	53	19	10	449
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	11	0	0	0	0	0	0	2	100	423	5	0	0	25	75	426	7	6	36	32	27	438
B. 30–45 minutes	26	1	20	2	40	1	20	1	20	442	34	3	52	38	7	443	25	7	52	28	12	444
C. 45–60 minutes	58	0	0	3	27	6	55	2	18	436	53	7	49	29	16	442	38	14	56	22	8	448
D. more than 60 minutes	5	0	0	0	0	0	0	1	100	426	8	0	71	14	14	443	30	18	56	19	7	449
How often do you use calculators in mathematics class?																						
A. almost every day	5	0	0	0	0	0	0	1	100	424	1	0	0	0	100	424	3	4	36	31	28	438
B. two or three days a week	5	0	0	0	0	0	0	1	100	422	2	0	0	50	50	427	12	13	51	26	10	446
C. two or three times each month	26	0	0	0	0	3	60	2	40	431	20	0	53	24	24	439	32	15	58	20	7	449
D. never or almost never	63	1	8	5	42	4	33	2	17	440	76	6	51	32	11	443	53	11	53	25	11	446
How often do you use hands-on materials in mathematics class?																						
A. almost every day	21	0	0	1	25	1	25	2	50	433	12	0	60	20	20	441	26	12	50	25	13	445
B. two or three days a week	32	0	0	2	33	2	33	2	33	436	34	0	55	28	17	440	32	14	57	21	7	448
C. two or three times each month	42	1	13	2	25	4	50	1	13	439	34	10	45	34	10	444	26	13	56	22	8	448
D. never or almost never	5	0	0	0	0	0	0	1	100	420	20	6	41	35	18	441	17	9	50	27	13	444
Optional school/SAU question																						
A.	0										50	0	0	100	0	434						
B.	0										0											
C.	0										50	0	100	0	0	442						
D.	0										0											